**Reading and Writing Unit 2**

Big Ideas: Understanding Nonfiction Texts, Sequence, Compare/Contrast, Cause and Effect

**Reading:**

**Essential Question:**

How do you read and understand nonfiction text?

**Pre/Post Unit Test:** Read a nonfiction article and answer the comprehension questions.

**Writing:**

**Essential Question:**

Writing: How does an author effectively communicate information?

**Pre/Post Unit Test:**

Write a factual paragraph about something you know. Your paragraph should include a strong introduction, organized facts, and a satisfying conclusion.

**Performance Assessment-Published Piece**: You are a reporter for the Fairview Focus. Write a feature article explaining the 2012 Presidential Election School Results. Your article should include the following headings: What are the political parties? What were the issues of the election? Who were the nominees and their running mate? How were the results tabulated? What was the result?

**Content:**

**Essential Questions:**

What does the Presidential Election mean to me? How does it affect me?

**Content Pre**: Election Quiz

**Post:** Election Quiz

Vocabulary: Ballot, Campaign, Candidate, Congress, Economy, Constitution, Federal, Poll, Register, Nominee, Party, Running Mate, Term, Platform, Democrat, Republican

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| 10/1  Field Day! |
| 10/2  **Reading**: Pretest  Language:  **Writing**: Pretest |
| 10/3  **Reading:**  ‘In fiction texts I notice…’  ‘In nonfiction texts I notice…’  **Writing:**  Computer Lab for Publishing |
| 10/4  **Language:**  Read “Who’s Running”.  **Reading:**  Read aloud “A Big Job Ahead" Discuss text features of nonfiction texts.  Students recognize and name text features included in nonfiction texts while working with a partner.  **Writing:**  Students identify what an authority and a feature article is by developing a list of possible feature articles they might write about the election after reading What’s the Constitution in Scholastic Magazine independently. |
| 10/5  **Language:**  Read Gracie for President.  **Reading:**  Students use text features to locate information in expository articles and explain how text features help them understand what they read while working in pairs.  **Writing:**  Students read “Political Parties: A Tug of War”.  Students identify subtitles, subheadings, and illustrations in a “Political Parties: A Tug of War” and listing headings for their feature article in a graphic organizer in small groups. |

Week One: Lessons 1-3

Week Two: Lessons 4-7

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| 10/8  **Language:**  Read Honest Abe’s Guide to Presidential Elections.  **Reading:**  Students explain what information they can learn from text features by marking text features in the article “Who Will Win” that helped them understand what they are reading while working in pairs.  **Writing:**  Students identify the feature articles “Who Will Win” and “A Tug of War” as timeless, about people, and informing readers and continue working on graphic organizers independently. |
| 10/9  **Language:**  Read LaRue for Mayor.  **Reading:**  Students explore their understanding of the expository text The People Pick a President by making’ I Wonder’ statements in pairs. What do we wonder about picking a president?  **Writing:**  Students demonstrate understanding of having a stance- or claim- and supporting their stance with research by listing what information they need in their notebooks and using articles, books, and the computer to find research needed for their article. Use Article “A Big Job Ahead”. |
| 10/10 No Lesson |
| 10/11  **Language:**  Read “Vote for Me!”  **Reading:**  Students explore their understanding of the expository text “The People Pick a President” by making’ I Wonder’ statements and using Who, What, Where, When, Why, and How questions in pairs. What do we want to know about picking a president?  **Writing:**  Students demonstrate understanding of facts vs. opinion and supporting their stance with factual research by listing what information they need in their notebooks and using articles, books, and the computer to find research needed for their article. Use article “A Big Job Ahead”. |
| 10/12  **Language:**  Read “Seven Presidents Who Changed the World”.  **Reading:**  Students generate questions before, during, and after listening to the expository text “The People Pick a President” in pairs. Find answers to what we wonder.  **Writing:**  Students demonstrate understanding of supporting their stance with research by compiling a list of interview questions and sources to interview to support their stance. Students continue planning. Use article “Where They Stand”. |

Week Three: Lessons 8-11

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| 10/15  **Language:**  Read- If I Ran for President.  **Reading:**  Students demonstrate understanding of the expository text “The People Pick a President” by writing ‘stop and ask questions strategy’ in a data chart independently and discuss their questions using the Conversational Prompts ‘I agree with, I disagree with, In addition to what you said, I think’ in pairs.  **Writing:**  Students explore using flowcharts or other graphic organizers to help organize their writing by completing a flowchart as a class. Students continue working on graphic organizer templates. |
| 10/16  **Language:**  Election Book  **Reading:**  Students demonstrate basic understanding of a text by skimming First Kids in pairs.  **Writing:**  Mini-Publishing Party for Feature Article templates. |
| 10/17 Fairview Mock Election Poll including interview questions. |
| 10/18  **Language:**  Article from Denver Post  **Reading:**  Students identify time order or sequential structure by recognizing the signal words before, after, next, and finally in a read aloud and list them on a graphic organizer as a group.  **Writing:**  Students demonstrate understanding of communicating their stance by analyzing the data collected and starting to plan their drafts. |
| 10/19  **Language:**  Article from the Denver Post  **Reading:**  Students identify cause and effect text structure by recognizing the signal words consequently, therefore, as a result, leads to in a read aloud and list them in a graphic organizer independently.  **Writing:**  Students identify feature article leads- questions, anecdotes, and information- by rereading feature the articles Who Will Win (anecdotes), Election Numbers in the News (questions), and A Big Job Ahead (information) and labeling each lead with a sticky note in pairs. Students work on drafts. |

Week Four: Lessons 12-13

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| 10/22  **Language:**  **Reading:**  Students identify important information in a text by comparing and contrasting two texts and record their findings in a Venn diagram in pairs.  **Writing:**  Students explore using voice in feature articles by selecting words and phrases the author used and completing a ‘Sound Like Yourself’ chart in small groups after completing one as a class. Students incorporate own voice into drafts. |
| 10/23  **Language:**  **Reading:**  Students identify important ideas (main ideas) “The President Has Many Jobs” by marking information in the text and writing it in a graphic organizer.  **Writing:**  Students demonstrate understanding of communicating their ideas effectively to an audience by revising their drafts. |
| 10/24 No Lessons |
| 10/25 Fall Break! |
| 10/26 Fall Break! |

Week Five: Lessons 14-17

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| 10/29  **Language:**  **Reading:**  Students will identify 2 supporting ideas in the article “The President Has Many Jobs” and record them in their graphic organizer independently.  **Writing:**  Students demonstrate understanding of communicating their ideas effectively to an audience by editing their own work according to an editing check-list and feedback from writing partners. Students edit punctuation and spelling. |
| 10/30  **Language:**  **Reading:**  Students summarize the text “The President Has Many Jobs” by using their graphic organizers and writing a paragraph summary in their notebooks independently.  **Writing:**  Students demonstrate understanding of writing a feature article by discussing possible layouts in groups and selecting one for their article independently. Students continue editing and publishing. |
| 10/31 No Lessons |
| 11/1  **Language:**  **Reading:**  Students demonstrate understanding of new vocabulary words by rereading the word or phrase, read more text, or read surrounding sentences in “One Government, Three Branches”, in pairs.  **Writing:**  Students demonstrate understanding of writing a feature article by deciding what illustrations and/or photographs would be meaningful to their article. Students continue editing and publishing. |
| 11/2  **Language:**  **Reading:**  Students demonstrate understanding of new vocabulary by using text features such as pictures and captions in pairs.  **Writing:**  Post Test and Publishing Party! |

Week Five:

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| 11/5  **Reading:**  Post Test |